

<b>TITLE:</b>	Progression Policy	<b>NUMBER:</b>	01-07
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## Policy

### Policy statement:

Learners in Learning Institute educational programs are expected to successfully meet all assessment requirements in knowledge, skills and performance as specified by each respective course/program in order to progress to graduation.

### Purpose of Policy:

The purpose of this policy is to provide consistent guidelines of expectations for successful progression in educational programs at the Learning Institute for Health Care Providers, and the process if a learner is having difficulty achieving satisfactory progression in meeting program/course requirements. Difficulty with progression can lead to several outcomes for the learner including but not limited to: remediation, learning plans, modification of study plan and disqualification.

### Definitions:

**Assessment requirements:** Include, but are not limited to: theoretical examinations, assignments, OSCE/skills testing, online activities, simulation sessions and clinical competencies. Performance-based certification programs have assessments for knowledge, skills and performance outcomes.

**Graduation:** Successful completion of all requirements of a program as outlined in the respective syllabi, receipt of program record (transcript) and/or graduation letter/certificate.

**Clinical practicum:** The presence of the learner in the clinical setting, while in a learner role. The learner participates in educational activities and the delivery of health care. They are assessed by preceptor and/or faculty/instructor against performance-based competencies

### Guidelines

- Learners and faculty are in partnership to facilitate the attainment of individual learning needs and the achievement of course/program outcomes. The partnership is grounded in the Philosophy of the Learning Institute for Health Care Providers; it is based on open communication, respect, collaboration, mutually established goals and reciprocal learning. A positive environment for learning must be supported and maintained.
- Learners must obtain a minimal grade as indicated in respective course/program syllabi in all prerequisite requirements (e.g., assessment points) in order to successfully meet course/program requirements and progress in program and/or clinical practicum.
- Learners must obtain the minimal grade in all components of a course/program to successfully graduate.
- Repeat assessment will occur following remedial instruction as follows:
  - a. Repeat knowledge assessment will be a supplemental exam or assignment. Only one knowledge re-assessment is permitted during the program/course.
  - b. Repeat skill assessment will be a re-assessment of the skill. Only one re-assessment per skill is permitted during the program/course.
  - c. Repeat performance assessment will be a re-assessment of the competency. Only one re-assessment per competency is permitted during the program/course. If the learner requires reassessment on more than 50% of the competencies, they will be ineligible for re-assessment.
- Learners who are unsuccessful in passing a course in a program will be allowed to repeat that course (e.g. RN Bridging/Re-Entry Program). In all, only one course failure and one repeat attempt to pass that course will be permitted throughout the program. Learners may proceed with certain courses in a program before successfully passing a course, so long as the course failed is not a prerequisite for subsequent courses.
- Any learner who is unsuccessful at meeting more than **two assessment** requirements of a course/ Program must be referred by faculty to the Learner Progression Committee for review and guidance on additional strategies that could assist with learner success.
- Learners are expected to complete course/program requirements within designated time periods. Failure to do so may result in being disqualified from a course/program.

- Learners who are experiencing difficulty with progression will have a Learner Progress Report initiated. The purpose of the Learner Progress Report is to provide an equitable process for monitoring satisfactory performance in Learning Institute educational programs. The procedure provides a system for early identification of learner behaviours that need improvement to assist the learner's satisfactory progress through the program.
- A Learner Progress Report should be generated for all learners at risk of failing a course/program, or any reason as follows:
  - To report unsatisfactory performance or progress in a course/program when a learner is not following through on suggested learning plan strategies or using available resources
  - To inform a learner that unsatisfactory attendance in a course/program, may affect his/her ability to meet the course/program outcomes
  - To inform a learner that he or she has breached a significant Learning Institute or clinical site policy (e.g., violation of Academic Code or Professional Code of Conduct).
- The learner progress report will formally document the time, place and content of significant communications between faculty and a learner. The goal is to verify that the learner has received critical information about his or her performance in the course/program. Faculty and learner are required to sign following each new progress report. Discussion with faculty and learner may lead to the development of a formal learning plan/contract.
- Subsequent Learner Progress Reports that relate to the same issue will indicate this and refrain from repeating information already presented in a previous report.

## Process

### Learner Progress Report:

1. Faculties identify a learner who is having difficulty with course content and meet to discuss concerns. Learner Progress Report is completed.
2. This meeting should be timely, and faculty should notify learner of any theory deficiencies that could lead to an unsatisfactory grade in the course. If applicable a Learning Plan should be developed.
3. Completion of the Learner Progress Report and signing by the learner indicates they are aware of the concern and pending process.
4. After meeting with the learner and signing of the Learner Progress Report

by all parties, a copy of the Learner Progress Report will be placed on the learner's file and, at the discretion of the faculty, sent to the Chair of the Learner Progression Committee if a review by the Committee is being requested.

5. If a Learning Plan has been initiated by faculty and the learner, it must accompany the Learner Progress Report. The Learner Progression Committee may recommend, based on the Learner Progress Report, that a learning plan be initiated.
6. Outcome will be finalized by the Learner Progression Committee and response communicated to requesting faculty and administrative staff using Learner Progress Report form within 5 business days of receipt of report.
7. Subsequent Learner Progress Reports that relate to the same issue will indicate this and refrain from repeating information already presented in a previous report.

### **Administrative staff will:**

1. Use the Learner Progress Report form format any standardized letter indicated and give to faculty to review. Once signed, a copy will be :
  - i. Placed on the learner's file
  - ii. E-mailed to the learner
  - iii. Copied to the sponsoring employer, the Director and the Chair of the Learner Progression Committee.
2. File the form and any accompanying documents on the learner's file.

### **Related Documents:**

Learner Progress Report